WHAT MAKES A CATHOLIC SCHOOL

Catholic

???

Rev. Fr. Alain P. Manalo
Have we arrived?
Catholic Identity & Mission
OUR COMPETITIVE EDGE
The Philippine Catholic Church

- In 2012, 400th year of Catholic education
- In 2016, 75th year of CEAP
- In 2021, 500th year of Christianity
SHADOWS IN SOCIETY

- Poverty
- Injustice
- Graft and corruption
- Migration
- Environmental degradation
- Family breakdown
- Deterioration of values

How are Catholic schools held accountable?

Can Catholic schools provide answers to lingering societal problems?
Catholic schools are in question

- Identity and mission
- Governance and leadership
- Excellence
- Affordability and accessibility
- Operational viability
- Declining enrolment
Philippine Catholic School Standards for Basic Education
PCSS: A COLLABORATIVE AUTHORSHIP

A TEAM OF FILIPINO EDUCATORS REPRESENTING RELIGIOUS, DIOCESAN AND MISSION SCHOOLS

WITH FAITHFUL GUIDANCE OF THE LOYOLA CHICAGO CENTER FOR CATHOLIC SCHOOL EFFECTIVENESS
A Unique Document

• Based on Church documents and teachings on Catholic Education

• Not an accreditation instrument but a tool for self-improvement

• For collective reflection and discernment on where the school need to be as it lives out its identity and mission
DEFINING CHARACTERISTICS

– essential attributes and qualities which make a Catholic school Catholic
– foundation of standards and benchmarks that will evaluate school policies, programs and services
CATHOLIC SCHOOL CHARACTERISTICS

1. Centered in the person and message of Jesus Christ
2. Participating in the Evangelizing Mission of the Church
3. Animated by the Spirit of Communion
4. Established as an Ecclesial Institution
5. Distinguished by a Culture of Excellence
6. Committed to Integral Formation
7. Engaged in the Service of the Church & Society with Preferential Option for the Poor
8. Dialogue of Faith & Life & Culture
AN EXCELLENT CATHOLIC SCHOOL IS...
<table>
<thead>
<tr>
<th>DOMAINS</th>
<th>STANDARDS</th>
<th>BENCHMARKS</th>
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<tbody>
<tr>
<td>Essential facets or areas of school operations</td>
<td>Expectations of excellence and effectiveness that describe where the Catholic school should be headed</td>
<td>Ideal or ultimate outcome that the school aspires to become</td>
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<td></td>
<td>Describes what must be done to achieve the standards</td>
<td>Observable and measurable descriptors of the standards</td>
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An excellent Catholic school ensures the INTEGRAL FORMATION of the human person through a relevant, robust and rigorous CURRICULUM inspired by GOSPEL VALUES.

The aims of the curriculum clearly articulate the development of the physical, spiritual, intellectual, psycho-social, cultural & creative dimensions of learners.
An excellent Catholic school develops and empowers its personnel to become **PROFESSIONAL AND MORALLY UPRIGHT INDIVIDUALS** in pursuit of the vision, mission and goals of the school.

The school’s policies and code of ethics for its personnel uphold personal integrity rooted in Christian morality and discipleship.
An excellent Catholic school is faithful to the CHURCH’S PREFERENTIAL OPTION FOR THE POOR and demonstrates its fidelity through actions that favor the deprived sectors of society.

The school allocates human and financial resources to make education equitably accessible to the poor.
RUBRICS

– Descriptors of the various levels of adherence to the benchmark
**BENCHMARK 1.1**
The philosophy, vision, mission statements and core values (PVMSCV) are centered on Jesus Christ, rooted in Gospel values, and aligned with Church teachings and practices.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tr>
<td>4</td>
<td>The PVMSCV identify Jesus Christ as the center of the school’s identity and the importance of having a personal relationship with him and responding to his call. The Gospel values serve as foundation of the school’s core values. The PVMSCV explicitly indicate faithfulness to Church teachings and practices and active participation in the life and mission of the Church.</td>
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<td>3</td>
<td>The PVMSCV identify Jesus Christ as the center of the school’s identity and the importance of having a personal relationship with him. The PVMSCV are evidently drawn from Gospel values. The PVMSCV explicitly indicate faithfulness to Church teachings and practices.</td>
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<td>The PVMSCV mention Jesus Christ but without reference to his centrality in the school’s identity. The PVMSCV are not all drawn from Gospel values. The PVMSCV have minimal reference to Church teachings and practices.</td>
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Possible Sources of Evidence

• PVMSCV
• Primer on understanding the PVMSCV
• Induction and orientation modules
• Prospectus and brochures
• Outputs of immersion programs
• School policies
• Student Handbook
• Faculty Handbook
• Other evidence which the school may have
Coverage of PCSS - Themes of standards and benchmarks
CATHOLIC IDENTITY AND MISSION

S 1 – Philosophy, vision, mission and core values

• B 1.1 – Jesus Christ, Gospel and Church in PVMCV
• B 1.2 – Adherence of school community to and communication of PVMCV
• B 1.3 – Gospel values in policies and relationships
• B 1.4 – Pastoral direction of Church in school program
CATHOLIC IDENTITY AND MISSION

S 2 – The school community and the civilization of love

• B 2.1 – Faith formation
• B 2.2 – Catholic environment
• B 2.3 – Relations with other religions and cultures
• B 2.4 – Culture of peace, justice and charity
• B 2.5 – Integration of culture and faith, faith and life
CATHOLIC IDENTITY AND MISSION

S 3 – Mission of evangelization

• B 3.1 – Collaboration with local Church in addressing issues
• B 3.2 – Strategies and technologies in Christian formation
• B 3.3 – Collaboration with families and the laity
CATHOLIC IDENTITY AND MISSION

S 4 – Preferential option for the poor

• B 4.1 – Sustainable programs for the poor
• B 4.2 – Accessibility of the poor to education
• B 4.3 – Participation of the poor in the educative process
LEADERSHIP AND GOVERNANCE

S 5 – School leaders

- B 5.1 – Servant leadership after the example of Jesus Christ
- B 5.2 – Personal qualities and professional qualifications of leaders
- B 5.3 – Leaders as witnessing Catholics
- B 5.4 – Recognition by competent Church authority of school leadership
- B 5.5 – Formation of school leaders
LEADERSHIP AND GOVERNANCE

S 6 – School governance and administration

• B 6.1 – Governance and administration according to Christian principles
• B 6.2 – Collegiality, co-responsibility and subsidiarity
• B 6.3 – Compliance to government regulations within Gospel and Church teachings
LEADERSHIP AND GOVERNANCE

S 7 – Development and empowerment of school personnel

• B 7.1 – Integral formation of school personnel
• B 7.2 – Sense of ownership, responsibility and accountability of school personnel
• B 7.3 – Policies and code of ethics for school personnel
LEARNER DEVELOPMENT

S 8 – Curriculum for integral formation of the human person

• B 8.1 – Alignment of the curriculum with PVMCV
• B 8.2 – Articulation of curricular objectives and integral formation
• B 8.3 – Engagement of learners to discern and integrate Gospel values through the curriculum
LEARNER DEVELOPMENT

S 8 – Curriculum for integral formation of the human person

• B 8.4 – Curricular programs and integration of moral and religious formation
• B 8.5 – Integration of faith and Filipino culture and values in the religious education program
• B 8.6 – Adherence of the curriculum to national standards, international benchmarks and 21st century education
• B 8.7 – ICT support to instruction
LEARNER DEVELOPMENT

S 9 – Teaching-learning experiences

- B 9.1 – Competence of academic personnel
- B 9.2 – Continuous formation of academic personnel
- B 9.3 – Development of 21st century literacy in teaching learning experiences
- B 9.4 – Respect for dignity, diversity and needs of learners
LEARNER DEVELOPMENT

S 10 – Standards-based assessment

• B 10.1 – Results-based monitoring and evaluation system in student assessment

• B 10.2 – Use of assessment results to improve teaching-learning experiences

• B 10.3 – Monitoring of curriculum and quality of instruction
LEARNING ENVIRONMENT

S 11 – School climate/environment

• B 11.1 – Celebration of Catholic rituals, devotions, customs and traditions
• B 11.2 – Presence and efficacy of Christian signs and symbols
• B 11.3 – Space and time for experience of God
• B 11.4 – Safety, functionality and adequacy of school facilities
• B 11.5 – Opportunities for continual learning outside the classroom
• B 11.6 – Promotions of vocations
LEARNING ENVIRONMENT

S 12 – Community of life-giving collaborators

• B 12.1 – Modeling professional competence and Christian service
• B 12.2 – Collaboration of stakeholders to achieve curriculum goals
• B 12.3 – Recognition of learners’ achievements
LEARNING ENVIRONMENT

S 13 – Encounters with different cultures and beliefs

• B 13.1 – Recognition of dignity of learners
• B 13.2 – Inter-faith and ecumenical activities
• B 13.3 – Celebration of unity in diversity
• B 13.4 – Code of conduct for learners that accepts and affirms uniqueness of individuals
OPERATIONAL VITALITY

S 14 – Management of school resources

• B 14.1 – Strategic planning
• B 14.2 – Management of school personnel
• B 14.3 – Management of school finances
• B 14.4 – Management of material and physical resources
• B 14.5 – Management of school enrollment
• B 14.6 – School communications
• B 14.7 – Quality management system
OPERATIONAL VITALITY

S 15 – Linkages and networking

• B 15.1 – Organization and formation of stakeholders
• B 15.2 – Collaboration with others for Catholic education and its goals – total human development and social transformation
## 8 DEFINING CHARACTERISTICS

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<tr>
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<td>Standards 11-13</td>
<td>Standards 14-15</td>
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<td>9 Bench -marks</td>
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**RUBRICS LEVELS 1-4 + EVIDENCE**
The DOCUMENT will guide school improvement

STRONGLY AGREE

3.78

1,678 RESPONDENTS

2014 Survey
Validation of Standards & Benchmarks

DEFINING CHARACTERISTICS represent ideals of excellent Catholic schools

STRONGLY AGREE

3.79

3.71

3.70

3.76

3.78

The DOCUMENT will enhance the Catholic identity of our school

The DOCUMENT will guide school improvement

2014 CEAP Regional Assemblies
Phases of PCSS Implementation

Phase 1: Organization and Self-Awareness

Phase 2: Self-Assessment

Phase 3: PCSS-Based School Improvement Planning

Phase 4: Implementation, Monitoring, and Evaluation
Hebrews 12:1-2: “Let us run with perseverance the race that is set before us, looking to Jesus the pioneer and perfecter of our faith.”
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Usap tayo...
Thank You